SafeRoutes
Colorado Safe Routes to School

Guidelines and Application for Infrastructure (capital) Projects FY 2016

Applications due January 8, 2016

CDOT
COLORADO
Department of Transportation

This document can be found at http://www.codot.gov/programs/bikeped/safe-routes/funding-evaluation in PDF. You can request it in Word format.

Contents

Introduction and Eligibility

Forty-five years ago, walking and biking to school were commonplace – in 1969, roughly half of all 5 to 18 year olds either walked or biked to school. Times changed, and by 2001, nearly 90% of our youth were driven to school either by bus or by individual car. This change in transportation mode has added to traffic congestion, a reduction in air quality and the deterioration of our children's health. While distance to school and safety are the most commonly reported barriers to walking and bicycling, private vehicles still account for half of school trips for children living within 1/2 mile from school—a distance easily covered on foot or bike. In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.

Safe Routes to School (SRTS) was established in 2005 to enable and encourage children, including those with disabilities, to walk and bicycle to school; to make walking and bicycling to school safe and more appealing; and to facilitate the planning, development and implementation of projects that will improve safety, and reduce traffic, fuel consumption, and air pollution in the vicinity of schools. The Colorado Department of Transportation manages the Colorado SRTS program.

This year, CDOT's Transportation Commission has approved the continuation of the SRTS program by committing to fund the program with $2 million for infrastructure projects and $0.5 million for non-infrastructure projects. Grants are awarded through a statewide competitive process. SRTS funds available for FY16 projects will support infrastructure projects and non-infrastructure (education, encouragement, and enforcement) projects (which require a separate application).

Research has shown the most successful way to increase bicycling and walking is through a comprehensive approach that includes the "5 E's" (Education, Encouragement, Enforcement, Engineering and Evaluation). Applicants requesting funding for infrastructure projects are also required to include an educational component in their project. This can be an existing program, an enhanced program or a new program that highlights the specific infrastructure. The educational component of an infrastructure project does not need to be a separate application.

Strong evidence exists that children will walk and bike to school if communities invest in supportive infrastructure and programs. Engineering improvements associated with Safe Routes to School programs have been shown to have an absolute increase of three percentage points in active travel, which represents a relative increase of 18%. Over a five-year period, education and encouragement programs can lead to a relative increase in active travel of 25%.[1]

The following list provides general infrastructure examples. It is by no means a complete list, but we provide it as a way to stimulate your own ideas for a Safe Routes to School program. A list of additional resources and definitions of these examples can be found in **Addendum A and B** of this application, or at the CDOT Safe Routes web site at www.codot.gov/programs/bikeped/safe-routes.

---

[1] McDonald, N.C., Stiner, R.L., Lee, C., Smith, T.R., Zhu, X., Yand, Y. In Press. Impact of the Safe Routes to School Program on Walking and Bicycling. *Journal of American Planning Association*. doi: 10.1080/01944363.2014.956654.

- Installing Bicycle Parking Facilities
- Street Striping (bicycle lanes, crosswalks)
- Developing Off-Street Bicycle & Pedestrian Facilities
- Installing Signs

- Facilities to Slow Traffic
- Installing Sidewalks
- Increasing Connections Between Locations
- Installing Bike/Pedestrian Counters

The use of SRTS funds is not permitted for projects that reorganize pick-up and drop-off areas primarily for the convenience of drivers rather than to improve child safety and/or walking and bicycling access. Additionally, improvements to bus stops are not eligible for this funding.

Eligibility

Applicants must be
- a local government;
- a regional transportation authority;
- a transit agency;
- a natural resource or public land agency;
- a school district, local education agency or school;
- a tribal government; or
- any other local or regional governmental entity with responsibility for or oversight of transportation or recreational trails that the State determines to be eligible, consistent with the goals of this grant application.

Eligible infrastructure-related projects include the planning, design, and construction of infrastructure-related projects that will substantially improve the ability of **students in grades Kindergarten through 8th** to walk and bicycle to school. Projects must be within a 2-miles radius of the identified school(s). You can also view a snapshot of information of previously funded SRTS projects by region at www.codot.gov/programs/bikeped/safe-routes/funding-evaluation.

Facilities must be designed to reasonably meet the needs of persons with disabilities. In so doing, the participant must comply with all applicable provisions of the Americans with Disabilities Act.

Applicants may apply for more than one project grant, but each project requires a completed and separate application (i.e., if an applicant wanted to develop a crosswalk at one school, and a sidewalk improvement at another school, the applicant would need to submit two separate applications). However, projects can have multiple scopes (i.e., there may be several improvements required around one school area such as a sidewalk improvement and the installation of bike racks). This would be considered one project with multiple scopes within it.) . If you aren't sure what type of application to complete, contact the CDOT Safe Routes Program Manager at 303-757-9088 or dot_srts@state.co.us.

Applicants requesting funding for infrastructure projects are also required to include an educational component in their project. This can be an existing program, an enhanced program or a new program that highlights the specific infrastructure. The educational component of an infrastructure project does not need to be a separate application.

Project Implementation

There are two phases involved in project implementation: 1) the project development / preliminary design / engineering phase; and 2) the project construction / completion phase. After a SRTS project is approved for funding and incorporated into the Statewide Transportation Improvement Plan (STIP), the CDOT Region and the local agency initiate a detailed sequence of events to complete the project. CDOT's main objective is to assist project applicants in successfully completing their project with minimal administrative oversight, whle ensuring they satisfy all federal and state requirements. **Please refer to the CDOT Local Agency Manual and contact your CODT Region (see Addendum F) for detailed information on this process.**

If the project is located in an MPO (Metropolitan Planning Organization) boundary, the application must be certified by the MPO. The letter of certification shall demonstrate that all actions necessary to include the project(s) in the Transportation Improvement Program for that MPO will be taken before the application may be approved.

If selected, applicants will be required to enter into a contract with CDOT. This application will become part of your contract scope. Grant payments will be made as reimbursements for project expenses after expenses have been incurred.

Any work performed by the applicant prior to receiving written authorization to proceed is not eligible for reimbursement. All projects in this grant cycle must be completed no later than two years following the date of the signed contract.

Local Agency Manual

The main purose of the CDOT Local Agency Manual is to assist Local Agency personnel involved in the design, construction, and management of State and Federally funded projects. The Manual is also used by CDOT personnel who manage Local Agency projects. The Maunal can be found at https://www.codot.gov/business/designsupport/bulletins_manuals/2006-local-agency-manual (Revised July 2015).

All projects must be in compliance with the National Environmental Policy Act (NEPA). In many cases, a simple Categorical Exclusion may be filed. Categorical Exclusions are "a category of actions which do not individually or cumulatively have a significant effect on the human environment . . . and for which, therefore, neither an environmental assessment nor an environmental impact statement is required". However, to ensure applicants have time to provide appropriate documentation if necessary, applicants may have up to 90 days following a grant award to submit documents (categorical exclusions) to CDOT. If the NEPA documents are not submitted with the original application or are not received by the 90-day deadline, the project will be cancelled. **Addendum G** provides a list of questions to help you determine if your project will require more than a Categorical Exclusion. It also contains the CDOT Categorical Exclusion Form 128. Please keep in mind this is only a partial tool and compliance is the responsibility of the applicant.

Applicants are also responsible for any and all local permitting relevant to their project. Applicants should work with their appropriate partners to determine necessary permits.

Applicants must have Right of Way clearance for all property involved with this project in order to receive a grant.

Funding

Applicants are encouraged to be as cost-effective as possible in order for us to stretch funds as far as possible. **Minimum funding is set at $50,000 with maximum project funding set at $350,000.** The Safe Routes to School Advisory Committee reserves the right to limit the number of awards to any one grantee. Because funding is limited, the committee has the option to remove items that are not directly associated with this program.

Applicants for SRTS program funds must provide at least 20% of the total project costs in matching funds. Local match must be cash or cash equivalent (i.e., design, materials). Cash equivalent must be as defined by FHWA and approved by FHWA.

The SRTS program is a cost reimbursement program. If your project is selected you must have the funds in place to support your expenses prior to being reimbursed by CDOT. To be reimbursed, the expense must be identified in your approved SRTS application (scope of work) and budget. If you wish to make purchases that are outside of your scope of work budget you must submit a request in writing and have it pre-approved by the Colorado SRTS program manager. Some requests may not be allowed, so it's important to check when in doubt.

Indirect costs will not be reimbursed. Indirect costs are administrative and facilities costs of doing business that are not readily identified with a specific project or function. Samples of indirect costs include but are not limited to: depreciation, general administration and general overhead, project administration expenses, operation and maintenance expenses, etc.

Contingencies are not allowed. Any cost overruns are the responsibility of the grantee.

Projects that have not shown major progress toward completion within 2 years may be designated as inactive and any remaining unencumbered funds may be revoked and returned to the program.

Progress reports will be required at appropriate intervals of your project and a final accomplishment report is due at the project's completion. Dates of reports will be determined based on the timeline of your project. In addition, you are required to collect and report information from a pre- and post-evaluation using the Safe Routes to School Student In-Class Tally and Parent Survey.

Applications will not be considered eligible if they exceed the maximum dollar amount, if budgets are incorrect (not tabulated correctly), if applications exceed the page limitations/allotted space provided, or if they are received after the deadline. Furthermore, any documents received after the application is submitted will not be added to the application.

Important Changes affecting the FY 2016 Grant Cycle

FY 2016 Safe Routes to School grants will require a 20% cash match. This means that there is a local cash match required and applications will not be accepted without the match shown in the budget. This is a change from the 2014 grant cycle.

The Colorado Safe Routes to School (SRTS) program received $2,000,000 to support SRTS infrastructure (capital) for projects selected in FY 2016. **Maximum project funding for infrastructure projects is $350,000.**

Maximum funding amount corrected from earlier version.

The Colorado Department of Transportation (CDOT) administers a statewide competitive process to select projects, distribute funds, and manage the program. There are several criteria that have been changed from previous years grant applications:

1) Project distribution will be statewide, but it is no longer tied to the geographic proportion of student population in grades K-8.

2) Project selection will give consideration to schools with greater than 50% of the students eligible for free or reduced-priced lunch.

State rules in place since 2005 provide direction to the administration of this program, and CDOT will continue to follow the same process for FY 2016 projects.

Federal or state funds may be used to fund SRTS projects. Applicants should be aware of federal and state requirements associated with funding and be willing and able to administer their projects within these parameters.

New federal regulations (2CFR200) require risk assessments of the awarded entity in areas including financial management, staff qualifications, experience in handling federal awards, and others. If an awarded project will include federal funds, the awarded entity will be required to participate in this assessment.

Please contact the Colorado Safe Routes to School Program Manager at dot_srts@state.co.us or 303-757-9088 if you have questions regarding these requirements.

Application Instructions and Checklist

Your grant application will be reviewed by a volunteer advisory committee representing: bicyclists, pedestrians, parents, teachers, law enforcement, and rural and urban transportation planning partners. Your answers are very important in helping the committee select the best projects. Please be complete, but also concise.

Each section of the application is designed to help us learn as much about your project as possible. We want to learn about your current situation. What are the obstacles preventing your children from walking and/or bicycling to and from school? Who are your partners and what roles will they play in the project? How did you develop this coalition or partnership? How quickly can you start your project? How will you track your progress and success? What is your project budget? The use of photographs and maps is encouraged to help describe your project and should be included in your Attachments section.

Our goal is to select projects in the most effective way possible, while still providing enough time to thoroughly review each application. The review schedule is listed here to help assist you in your planning. **Please keep in mind that this is a guideline and may be subject to change.**

January 8, 2016	**Applications due to CDOT Safe Routes to School office by 4:00 p.m.** Safe Routes to School Colorado Department of Transportation, DTD 4201 E. Arkansas Avenue, Shumate Building Denver, CO 80222 NOTE: applications received after 4:00 p.m. will not be accepted
January 11 – January 15, 2016	SRTS Program Manager's application review and administration
January 18, 2016	Applications distributed to Advisory Committee for review and scoring of projects
Late-February 2016	Advisory Committee selects projects
Mid-March 2016	Project recommendation to Transportation Commission for approval
Late March 2016	Applicants notified
May 2016	FY 2016 SRTS Mandatory Grantee Orientation Training
Summer 2016	Meetings between CDOT and Grant Recipients
June 30, 2018	Deadline for Project Completion

Application Checklist

☐ Application's cover page is the completed Applicant Information sheet

☐ Includes signature of person authorized to sign for your organization

☐ Sections 1-6 answered in <u>concise</u> narrative not to exceed the maximum page requirements. Page margins must be 1 inch and answers must be typed in Times New Roman 12 point font. All

submitted applications and attachments must be printable on 8½ x 11 size paper. **Applications that exceed page maximums or are not formatted according to the margin and font requirements will not be accepted.**

☐ The Budget Worksheet and Budget Narrative are complete and accurate

☐ All appropriate documents are attached (i.e., maps, photographs, partnership roles, letters of support, etc.)

☐ All copies of applications must be stapled or bound. Paper clipped copies will not be accepted!

☐ Proposals must be delivered <u>by 4:00 p.m.,</u> January 8, 2016 to the Safe Routes to School office

☐ Return one original, ten photocopies and one <u>CD or thumb drive</u> <u>(PDF copy) </u>of application and attachments to:

> Safe Routes to School
> Colorado Department of Transportation, DTD
> 4201 East Arkansas Avenue, Shumate Bldg
> Denver, CO 80222

Questions about how to complete the application or your project ideas? E-mail: dot_srts@state.co.us or Phone: 303.757.9088

REMINDER: Applications will not be considered eligible if they do not meet the minimum dollar amount, if budgets are incorrect (not tabulated correctly), if applications exceed the page limitations/ allotted space provided, or if they are received after the deadline. Furthermore, any documents received after the application is submitted will not be added to the application.

Grant Application Outline

Your grant application will follow this outline when complete:

❖ Cover Page – Applicant Information sheet

❖ Section 1 – Existing Conditions – What is the Problem? (1 page maximum)

❖ Section 2 – Tell us about your project (1 page maximum)

❖ Section 3 – Project Timeline (1 page maximum)

❖ Section 4 – Who are your partners? (1 page maximum)

❖ Section 5 – How will you measure your success? (1 page maximum)

❖ Section 6 – Budget Proposal and Budget Narrative (2 page maximum)

❖ Section 7 – Previous SRTS Grants (1 page maximum)

❖ Section 8 – Subcontractors (1 page maximum)

❖ Attachments

Applicant Information Sheet

Please complete the information below and **include this page as the cover page of your proposal.** The person identified as the contact will be the main point of contact for CDOT staff.

Organization (check one))   School ☐ School District ☐ City ☐ County ☐ State ☐ Other ☐

Project Title: Click here to enter text.

1-2 sentence description of project: Click here to enter text.

Organization: Click here to enter text.

Mailing Address: Click here to enter text.

City, State ZIP: Click here to enter text.

Contact Name: Click here to enter text.

Contact Title: Click here to enter text.

Best Phone # to Call: Click here to enter text.

Contact E-mail: Click here to enter text.

Contact Fax: Click here to enter text.

Project Manager (if different than Contact):   Click here to enter text.

Project Manager Contact E-mail: Click here to enter text.

Best Phone # to Call: Click here to enter text.

Amount of Funding Requested: Click here to enter text.

School District(s):   Click here to enter text.

School Name(s) & Address(es):   Click here to enter text.

CDOT Region   R1 ☐   R2 ☐   R3 ☐   R4 ☐   R5 ☐   R6 ☐
(See Addendum F)
Congressional District: D1 ☐   D2 ☐   D3 ☐   D4 ☐   D5 ☐   D6 ☐

_____

Signature of Person Submitting the Proposal*   Date

_____

Print Name   Title of Person Submitting Proposal*

*By signing, applicant admits to being authorized to sign for _____
(name of organization) and that all the information contained herein is true and correct to the best of his/her knowledge.

The applicant also confirms understanding the following project conditions by signing.

☐ This is a reimbursement program. The grantee must finance the project until reimbursement funds are available.

☐ The grantee must fund any project cost in excess of the amounts indicated in the attached budget (i.e., project cost overruns) at no expense to state/federal funding sources.

☐ The grantee must not incur costs for any aspect of the project until authorized by CDOT with a formal contract or purchase order and letter to proceed. Otherwise, the grantee risks incurring costs that will not be reimbursed.

☐ The grantee agrees to use the National SRTS Parent Survey and Student Tally record before beginning the project and at completion. The survey data must be made available to the Colorado SRTS program for evaluation purposes.

☐ The grantee agrees they have contacted their CDOT region engineer to discuss their project and were provided information on of federal-aid and local agency project requirements.

☐ The grantee agrees to complete a risk assessment in compliance with Supercircular 2 CFR 200 prior to being awarded any funding.

SECTION 1: Existing Conditions - What is the Problem?

Tell us the current condition for biking and walking in your school area.
(Maximum 1 page narrative, plus attachments.)

a) *Why is the project/activity needed? What are the current risks and/or obstacles (physical or perceived) to walking and/or bicycling to and from your school site(s), including for children with disabilities? What problems or issues need to be resolved to get more children walking and biking? Include information from parent surveys, student travel tallies, and/or audits that you have completed that help describe barriers or risks to children walking and biking.*

Extra credit: Collect <u>AND</u> report the National Center for Safe Routes to School pre-evaluation Parent Survey and Student Tally to the National Center for SRTS and provide the reports in your Attachments. http://www.saferoutesdata.org/

Extra credit: City/Town has a Complete Streets policy and documentation is included in Attachments.

b) *Provide other significant data such as relevant crash statistics, traffic counts, speed limits, environmental factors, crime statistics (abductions, sex assaults, bulleying) or other safety issues, within 1 mile of the school, as appropriate. Make sure to explain how this data relates to the problem. If no relevant crash data is available, explain how you will be preventing future crashes and/or providing a safer walking and biking experience?*

c) *Complete the following chart for schools affected by your proposal (this can be included as an attachment if you have a large number of schools to report):*

EXAMPLE CHART

School	Population	Grades	Demographics*	# Walk	# Bike	% 1-mile	Busing Distance	# Benefit**	% F/R Lunch***
A	560	K-5	B33% C30% L33% O4%	84	11	54%	1m	336	37%
B	434	K-5	A1% B27% C49% L23%	65	8	47%	1m	260	14%
C	801	K-8	n/a	120	32	50%	2m	240	57%

*A-American Indian, B-Black, C-Caucasian, L-Latino, O-Other, or specify with note

**The number who will benefit is dependent upon your project. Will every student participate and benefit from your proposed project or will it focus on the students who are within walking or biking distance (e.g., live within 2 miles of school)?

***Percent of students who are eligilble for free and reduced-priced lunch pursuant to the provisions of the Federal "National School Lunch Act", 42 U.S.C. Sec. 1751 ET SEQ

School	Population	Grades	Demographics	# Walk	# Bike	% 2-miles	Busing Distance	# Benefit**	% F/R Lunch***

d) *How was (were) the target school(s) selected and prioritized?*

e) *Describe any existing programs at the affected school(s) that educate, encourage, or enhance walking or bicycling to school. This information can beprovided by the principal of the school and include information pertaining to any:*

- *Walking/biking/safety curriculum taught by the school and at what grade levels and whether in P.E. classes or classroom.*
- *Frequency of and participation in Walk to School/Bike to School events or other encouragement programs*
- *Programs taught by those outside the school (police, fire, service organizations, etc.)*
- *Crossing Guard programs*
- *Language that encourages walking and biking to and from school in the school wellness policy*
- *Infrastructure/built environment changes already undertaken*
- *Anything else that the school/district has done that makes walking and biking easier, safer, or the preferred transporation choice*

f) ***Attach*** *school or school district wellness policy to application in your Attachments.*

   EXTRA CREDIT*: Does you school or school district wellness policy include specific language that encourages walking and biking to school? Where in the policy does this language exist?*
   REQUIRED*: To receive the extra credit you must provide the section name and page number.*

g) ***Attach*** *a map indicating a 1- or 2-mile radius (depending on your busing distance) of the school. Please plot location of students if possible. Limit map sizes to no larger than 8.5" x 11".*

h) *Provide photos indicating existing conditions and include in your Attachments section.*

SECTION 2: Tell us about your project.

How do you propose to help solve the problem identified in Section 1? (Maximum 1 page)

Describe the proposed project –

a) *What is the overall goal of your project?*

b) *Fully explain how your suggested solutions will address the risks and/or obstacles you identified in Section 1? How will your suggested solution solve the problem(s) you identified.*

c) *Explain how your project will change the built environment to address the risks and/or obstacles you identified in Section 1? How will your suggested solution solve the problem(s) you identified.*

d) *How does this infrastructure improvement align with existing community planning documents, policies, or priorities?*

e) *Please include a conceptual drawing of the proposed improvement in your Attachments section.*

f) *Who will maintain the facility? List the financial resources and document the commitment to maintain the facility. If the project is not located on a CDOT righ of way, maintenance shall be the responsibility of the Appicants. If the project is located on CDOT right of way, maintenance agreements shall be in place prior to construction.*

g) *Do you have Right of Way clearance for all property involved with your project?* **You must prove you have the necessary Right of Way in order to receive a grant.**

h) *For applicants within Metropolitan Planning Organizations (MPO) regions, have you notified or involved the MPO as a partner? Is your project part of a larger city, county, or MPO master planning effort?*

i) *Please describe the* <u>required</u> *encouragement/educational component of your project. How does your education/encouragement component relate to your proposed infrastructure changes? Maximum amount of Safe Routes to School educational expenses available under the infrastructure application is $3,500.*

- *Parents can be a major barrier to getting students to walk and bike to and from school. Explain your plan to collaborate with the school to ensure parents will encourage their children to bicycle and/or walk to and from school?*

j) *Who will manage the project if different from the contact person? Please provide a signed statement from the project manager stating his or her role.*

See Addendum A for Sample Infrastructure Project ideas and descriptions.

SECTION 3: Project Timeline

Please describe your timeline from project start to finish. (Maximum 1 page.)

Safe Routes to School is treated as a federal aid program and is therefore subject to all such regulations. Permits and clearances from various local, state and federal agencies may be required. We've attached a resource page to help you consider some of the requirements (see Addendum G). It is only a guideline. Working with your community partners and CDOT planners and engineers will help you identify specifics to your project.

a) *Please inform your CDOT region engineer of your proposed infrastructure project. <u>Note: A CDOT Engineer from your region must sign your project or provide a letter indicating you have discussed your project with them and they agree that your project is a reasonable approach to your existing conditions.</u> They should also discuss the requirements of federal aid programs.*

   *Please see **Appendix G** for CDOT Regions and contacts. Applicants are encouraged to hold pre-application meetings with appropriate federal, state, and local government agencies to determine requirements, processes and time schedules that may affect their project.*

b) *Based upon receiving written "authorization to proceed" from Colorado DOT, how quickly can you begin your project? Please indicate milestone dates from which progress can be indicated. Note that the dates indicated will become part of the Project Agreement if this project is funded and failure to make substantial progress by indicated milestones could result in termination of the project funding. Any work performed by the applicant prior to receiving written authorization to proceed is not eligible for reimbursement. All projects in this funding cycle must be completed no later than two yeasrs from the date of the signed contract. Furthermore, the local agency must allocate adequate time to allow engineering staff to develop project design and construction.*

Example Timeline:

DATE	MILESTONE
Summer 2016	Authorization to Proceed - **Estimate Only**
September 2016	Parent Survey and Student Tally
October 1, 2016	Education kickoff (Walk to School Day) Initiate Parent Engagement activities
December 1, 2016	All NEPA requirements completed
December 2016 - March 2017	Design
March – August 2017	Advertise and Construction
September 1, 2017	Parent Survey and Student Tally
June 30, 2018	Deadline for Project Completion

SECTION 4: Who are your partners?

What collaborations or partnerships have you created to ensure the success of your project? Whether you are a school, school district, city, or other government entity, SRTS projects are most successful when they're a collaboration among various groups. We want to know who are your partners and what role will they play in your project. (Maximum 1 page.)

Please provide the following information about your partners:

a) *Name of Participating Organization/Partner.*

b) *The role they will play in the development of your project. Please be specific.*

Name of Partner/Organization	*Specific role(s) they will play in your project*
Example: *XYZ Elementary School – John Smith, Principal* ***(PRINCIPAL REQUIRED)***	*Example:* *4th grade classroom teachers will incorporate bike/ped lessons into their ABC unit* *PE teacher will work with bike/ped contractor for 2 weeks of skills-based bike & ped instruction* *We will promote Walk to School Day (October) and Bike to School Day (May)… (how?)*
City Traffic Engineer	*Provide oversight on project*
XYZ Bike Shop	*Provide bike tune-ups at Bike to School Day for free*

c) *Attach a letter of support from the partners you identify confirming their support and role in the project. A letter from the school principal(s) is **required** indicating their awareness and support of the SRTS project. If this is a district-wide project, a letter from a district administrator should also be included. If appropriate, partners should include a statement about their long-term commitment to the project. **Form letters and generic letters of support are not acceptable!***

The following are useful partnerships to consider in developing your application:

- School
- officials
- Before and After School Programs
- Local traffic engineers
- Law enforcement agencies
- School-based associations such as PTA/PTO
- Local elected officials
- Nonprofit groups including local bicycle and walking advocacy groups
- Local Bike Shops
- Students!!
- Children's Hospital, local Safe Kids coalition)

- Media (Local newspapers love to cover Safe Routes to School community efforts)
- Home Owners Association (HOA)
- Neighbors and neighborhoods surrounding school and project area
- Public health agencies or organizations (County public health department, local LiveWell community, Kaiser Permanente, Colorado

SECTION 5: How will you measure your success?

Pre- and Post-Safe Routes to School Evaluations (i.e., student in-classroom travel tally and parent survey), progress reports, and a final accomplishment report are required. Final payment will be held until CDOT receives the final accomplishment report. (Maximum 1 page.)

a) *Identify your anticipated project outcomes. What do you expect will change at your school(s) or school district/community as a results of this project? Be specific and realte it to your project goals and activities you described in Section 2.*

b) *Describe how you will evaluate the success of the project and measure your project's impact and effectiveness. Consider two types of evaluation – process and outcome.*

   i) ***Process evaluation*** *is a way to monitor program implementation by addressing program activities (who, what, when, how many); and*

   ii) ***Outcome evaluation*** *measures changes in knowledge, attitudes, skills, and/or behaviors. Include in your timeline and describe methods you will use for collecting the data. . In addition to the REQUIRED collection and reporting of pre- and post-evaluation SRTS student in-class tally and parent survey, describe how you will evaluate the success of the project and measure your project's impact and effectiveness. How will you know whether more children are walking and/or biking to school?*

   iii) *Your evaluation measures should minimally include before and after data of the following:*
   - *Total number of students reached*
   - *Percentage of students biking*
   - *Percentage of students walking*
   - *Percentage of students busing*
   - *Percentage of students driven*

   TIPS:

   - *A useful recourse on evaluation might be:*
   http://saferoutespartnership.org/sites/default/files/pdf/SRTS.Eval.Handbook-Fianl_9_08.pdf
   - *A return rate of 50% or more of the school population would be ideal, according to SRTS.*

   iv) ***The committee will look favorably upon projects that provide ongoing data collection to track performance like seasonal participation rates.***

c) *How will your Safe Routes to School efforts, including your education program, continue in the school(s) and community once construction is completed?*

   Sustainability Examples:
   - *Ongoing data collection regarding student participation in bicycle and walking programs for use in annual reports, school webpages, and SRTS project evaluation after completion of the project*
   - *Establishment of wellness committees or SRTS teams*

- *Yearly train the trainer program*
- *Integration of bicycle and pedestrian lesson plans in core subjects. (See CDOT Website)*

d) *How are you going to work with your data after the project is completed? Explain how this data will be used to sustain energy and interest in your program.*

e) *What type of information-sharing will you do as a follow-up to your project? How will you let your community know about the successes of your project? If you're applying as a single school, how will you share your efforts with the broader school district?*

SECTION 6: Budget Proposal and Budget Narrative

See Addendum D for an example of a completed budget.

Your budget and a budget narrative will help the review committee better understand how your funds will be used. The budget narrative should explain and justify the requested funds for each budget item and should be connected to what you described in your project description (Section 2). Document the need for obtaining professional services if that is included in your budget.

In some cases, the project selection committee may recommend to fund a project provided certain components are removed if they are ineligible or ineffective. The applicant will be asked if they will be able to proceed with the project if its scope and cost of the project are reduced.

1. **The SRTS program is a cost reimbursement program**.

2. **Indirect costs will not be reimbursed**.

3. **Contingencies are not allowed**.

Local agencies must provide engineering staff or a consultant familiar with federal aid type projects (i.e., Davis Bacon, water quality regulations, DBE) and State contracting requirements (i.e., intergovernmental agreements). Local agency will fulfill proposed design requirements. Local agency will allocate adequate time to allow engineering staff to develop project design and construction.

Your budget should include a 5% CDOT oversight cost unless directed otherwise by your CDOT Region Planner or Engineer.

Please include the following signatures at the bottom of your Budget Proposal:

Signature of Local Agency Engineer: _____

Print/type name of Local Agency Engineer and Title: _____

Date: _____Phone #: _____ Email: _____

*Contact the SRTS Program Manager at <u>dot_srts@state.co.us</u> or call 303-757-9088 to get connected with a CDOT engineer in your area. Addendum F also lists these contacts.

The CDOT Region Engineer is not approving the project but acknowledging that you have discussed your project with them and they have provided an overview of the requirements of federal aid projects. A letter from the CDOT engineer is an acceptable alternative to signing here.

Signature of CDOT Region Engineer*: _____

Print/type name of CDOT Region Engineer: _____

Date: _____Phone #: _____

Sample Budget – See Addendum D.

SECTION 7: Previous SRTS Grants

Has your organization/school district received any SRTS grant previously? <u>If not</u>, state that you have not had a previous SRTS grant and then skip the rest of this section and proceed to Section 8. (Maximum 1 page)

a. *Briefly summarize your previous SRTS activities and the amount of funding you received by year. Indicate if they were infrastructure or non-infrastructure grants.*

b. *Did you complete your project? If so, please estimate (based on the data obtained by the pre and post student tallies, parent surveys, and final accomplishment report) the number of new students who are walking and biking to school as a result of the project.*

c. *If you did not complete your project, why not? Are there plans to complete it? If yes, when? If not, why not?*

d. *Please summarize the major accomplishments detailed in the final accomplishment report and include data on how the program has changed behavior and/or culture at the school(s).*

e. *Is the SRTS program still continuing at the school(s)? How have your efforts been sustained? Why is additional SRTS grant funding necessary for your school or school district?*

SECTION 8: Subcontractors

Will you be subcontracting with an individual or organization to perform any of the activities included in this SRTS grant application? If not, state that you will not be using subcontractors on any part of your project and then skip the rest of this section.) (Maximum 1 page)

a) *Please list any subcontractors that you have already identified such as for your education and encouragement activities included in this grant application.*

b) *Has your subcontractor ever performed work on another project funded by a CDOT SRTS grant? If not, you may skip the following questions. If so, please have each subcontractor complete the following:*

      1) *Briefly summarize all SRTS grant-funded projects on which you have performed work. Include year of project, schools included, key activities, and amount of funding received.*

      2) *For all completed projects, please provide data documenting changes in the number of students walking or biking to school.*

      3) *How will the work proposed in this application be similar to your previous SRTS projects? How will it be unique to this community and school(s)?*

Addendum A: Sample Infrastructure Program Descriptions

Bicycle Parking Facilities: Items such as bicycle racks, lockers, designated areas with safety lighting and covers such as a bike shelter, etc.

Bicycle and Pedestrian Counters: While not required, applicants are strongly encouraged to add permanent bicycle counting technology within the scope of the project. The counts will not only assist with your pre and post project evaluation; they will support the goals and objectives of CDOT's Statewide Bicycle and Pedestrian Plan (2012). More information about statewide bicycle data collection and available technology can be obtained by calling 303-757-9088.

Installing Signs: Placement of signs to slow traffic and provide awareness for bicyclists and pedestrians. May also include directional signage.

On-Street Bicycle Facilities: Aspects of the roadway defined specifically for bicycle use such as a bike lane.

Off-Street Bicycle/Pedestrian Facilities: Trails and pathways that can be used by pedestrians and bicyclists that are separated from the main roadway.

Pedestrian/Bicycle Crossing Improvements: Includes new or upgraded traffic signals, crosswalks, median refuges, pavement markings, traffic signs, flashing beacons, bicycle-sensitive signal actuation devices, pedestrian activated signal upgrades, etc.

Street Striping: Marking roadways to provide for bike lanes, widened outside lanes, crosswalks, etc.

Sidewalk Improvements: Includes new sidewalks, widened sidewalks, and sidewalk gap closures.

Traffic Calming Devices: Systems and techniques that slow traffic such as speed humps or tables, reducing curb-to-curb lane widths, curb extensions, center islands, etc.

Addendum B: Safe Routes to School Project Resources

Remember, the most successful way to increase bicycling and walking is through a comprehensive approach that includes the "5 E's" (Education, Encouragement, Enforcement, Engineering, and Evaluation).

The following websites are resources we encourage you to review in developing an exciting and effective program in your school area.   You can access them individually, or find them all at the CDOT Safe Routes to School web site http://www.codot.gov/programs/bikeped/safe-routes.

GENERAL RESOURCES

Colorado Safe Routes to School – http://www.coloradodot.info/programs/bikeped/safe-routes

This website contains information about Colorado Safe Routes to School with links to the resources contained here. Information on past grant recepients, current applications, bicycle and pedestrian curriculum are all available. Past issues of The Spin e-newsletter of the Colorado SRTS State Network can also be found here.

National Center for Safe Routes to School – http://www.saferoutesinfo.org/

The National Center serves as the information clearinghouse for the federal Safe Routes to School program. The organization also provides technical support and resources and coordinates online registration efforts for U.S. Walk to School Day and facilitates worldwide promotion and participation.

National Center for Safe Routes to School – Parent Survey and Student Travel Tally - http://www.saferoutesdata.org

The National Center for Safe Routes to School's online tracking system for local schools. This system provides a way for local and regional SRTS champions to enter and view data collected using the standardized Student Travel Tally and Parent Survey questionnaires.

Safe Routes to School National Partnership – http://www.saferoutespartnership.org

This provides a network of organizations, government agencies and professional groups working to set goals, share best practices, leverage infrastructure and program funding and advance policy change to help agencies that implement Safe Routes to School programs. They also have a number of resources on SRTS program development.

INFRASTRUCTURE/ENGINEERING PROJECT RESOURCES

As you consider all possible solution sfor your safe routes to school barriers, these resources may be very helpful.

Colorado Department of Transportation – Designing Streets for Pedestrians and Bicyclists- https://www.codot.gov/programs/bikeped/design-policy.html
This is a source of information on designing and engineering bicycle and pedestrian facilities. New technologies and a wide variety of design tools are available to guide the development of multimodal facilities that are truly bicycle and pedestrian friendly.

Access Board – www.access-board.gov
The U.S. Access Board is a federal agency that promotes equality for people with disabilities through leadership in accessible design and the development of accessibility guidelines and standards for the built environment, transportation, communication, medical diagnostic equipment, and information technology.

New guidelines the Board is developing will cover access to public rights-of-way, including sidewalks, intersections, street crossings, and on-street parking. The Board is also addressing access to shared use paths providing off-road means of transportation and recreation.

American Association of State Highway and Traffic Officials (AASHTO) – http://www.transportation.org
AASHTO is a standards setting body which publishes specifications, tests protocols and guidelines which are used in highway design and construction throughout the United States. Despite its name, the association represents not only highways but air, rail, water, and public transportation as well.

- **Guide for the Development of Bicycle Facilities, 4th edition**
- **Guide for the Planning, Design and Operation of Pedestrian Facilities, 1st edition**

CDOT – Local Agency Manual –
http://www.coloradodot.info/business/designsupport/bulletins_manuals
The main purpose of the CDOT Local Agency Manual is to assist local agency personnel (a public agency, local public agency, established public owned organization, or private interest that can legally enter into an agreement with CDOT for a transportation project) involved in the design, construction, and management of State and Federally funded projects. The Manual is also recommended for CDOT personnel who manage Local Agency projects.

CDOT Roadway Design Guide, Chapter 14 Bicycle and Pedestrian Facilities -
http://www.coloradodot.info/programs/bikeped/design-policy.html
This chapter provides detailed design criteria, standards, and guidance for the development of bicycle and pedestrian facilities to meet federal and CDOT standards.

Institute of Transportation Engineers – Traffic Calming – http://www.ite.org/traffic/
The Traffic Calming Library contains a searchable database of reports, articles and other documents related to traffic calming.

National Association of City Transportation Officials (NACTO) – http://nacto.org
NACTO is a membership organization that offers design guides that may be helpful in designing bikeways.

- **Urban Bikeway Design Guide** - http://nacto.org/publication/urban-bikeway-design-guide/
- **Urban Street Design Guide** - http://nacto.org/publication/urban-street-design-guide/

The **Moving Ahead for Progress in the 21st Century Act** (MAP-21) authorized the Transportation Alternatives Program (TAP), which replaced the funding from pre-MAP-21 programs including the Transportation Enhancement Activities, Recreational Trails Program, and Safe Routes to School Program (SRTS). TAP provisions and requirements apply to projects using TAP funds.

For information about SRTS under TAP, see:
- Transportation Alternatives Program (TAP) Webpage – www.fhwa.dot.gov/environment/transportation_alternatives/
- Transportation Alternatives Program Guidance – www.fhwa.dot.gov/map21/guidance/guidetap.cfm
- Transportation Alternatives Program Q&A – www.fhwa.dot.gov/map21/qandas/qatap.cfm

DATA, PROGRAM, AND POLICY RESOURCES

There are additional resources on CDOT's Safe Routes to School website that may be helpful as you develop or expand your SRTS program. Find the list at www.codot.gov/programs/bikeped/safe-routes/resources.

Addendum C: Sample Problems and Corrective Tasks

Once you have gathered information and data to identify and prioritize the issues around the school that are hindering students from walking and biking to and from school safely, utilize the Five E's (education, encouragement, engineering, enforcement, evaluation) with your key stakeholder groups and develop an action plan. Here are a few sample problems with some corrective action ideas. This is not an exhaustive list but rather intended to provide ideas on how to approach your identified issues.

AUDIENCE: PROBLEM:	PARENTS	CHILDREN	SCHOOL STAFF	NEIGHBORS	LOCAL TRAFFIC	PARTNERSHIPS & OTHER
Walking & Biking Knowledge	1) Open house- provide information (start of school) 2) Send brochures home	1) School assemblies – invite police, fire, health care 2) Classroom instruction (in-person, video)	1) Staff training and/or certification 2) Make curriculum available	1) Yard signs or banners 2) Letters to neighbors	1) Pace car program 2) Trailer signs with messages	1) Law enforcement 2)Injury prevention professionals 3)School transportation dept.
Walking & Biking Skills	1) Send home tip sheets 2) Offer a bike helmet promotion	1) Introduce bike & ped training in PE classes 2) Conduct bike rodeos 3) Develop after school bike clubs	1) Train-the-trainer program for PE teachers			1) Bike advocacy groups 2) Walking advocacy groups
Traffic Speed	1) Pace car program 2) Communi-cation 3) Traffic education and enforcement			Yard signs – slow down	1) Trailer signs with messages	Law enforcement
Unlawful Driving	Communicate laws, rules, and regulations – public streets and on school property		1) Staff outside at drop off & pick up times 2) Trained crossing guards		1) Press releases & PSAs	Law enforcement
Traffic Congestion Around School	Promote everything other than driving alone (walk, wheel, bus, carpool)	1) Teach students about health benefits of not arriving alone 2) Develop reward system	1) Provide staff with support 2) Classroom competition or school-wide competition	Communicate with neighbors		1) Proper school siting 2) School transportation department 3) Local traffic engineers
Missing sidewalks, crosswalks, or other facilities	1) Provide map of preferred or alternate SRTS route if available 2) Conduct walking audit	Educate them about roads w/o sidewalks, etc.		)Include neighbors in planning	1)Inform local traffic of peds & bikes	1) Develop short and long term action plan 2) Public works dept
Bullying & Crime	1) Start Walking School Bus or Bike Trains 2)Work with PTA 2) Align with school's anti-bullying initiative	1) Teach to walk with parents, or if older, with buddies 2) Teach them to report issue immediately and to whom	1) Work with Safe2Tell program 2) Address issues immediately	Work with Neighbors and Watch groups		1) Law enforcement 2) PTA/PTO 3) Homeowners groups 4) Others working on neighborhood & school crime and bullying

Addendum D: Sample Project Budget

Item	Quantity	Unit	Unit Price	Budget
Project Design	1	LS	$10,000	$10,000
Project Construction – Pedestrian Signal Modifications				
Ped Heads & Push Buttons	6	Each	$800	$4,800
Wiring	1	LS	$1,000	$1,000
Striping (crosswalks, preformed plastic)	220	SF	$12	$2,400
Project Construction – Trail/Sidewalk – 6 blocks, 8' wide				
Clearing & Grubbing	1	LS	$5,000	$5,000
Excavation & Backfill	1	LS	$30,000	$30,000
Concrete & Base Course	1	LS	$85,000	$85,000
Erosion Control, Topsoil, Seeding	1	LS	$25,000	$25,000
Drainage	1	LS	$ 8,000	$ 8,000
Misc – Survey, Mobilization, Traffic Control, SRTS signage	1	LS	$15,000	$15,000
F/A Minor Contract Revisions	1	LS	$10,000	$10,000
Project Construction – Culvert				
Excavation & Backfill	1	LS	$5,000	$5,000
Concrete & Reinforcing	1	LS	$15,000	$15,000
Riprap	1	LS	$2,000	$2,000
Bicycle Racks & installation for Middle Schools	5	Each	$1,500	$7,500
Required Outreach and Education				
New sidewalk/trail maps	1,200	Each	$0.50	$ 600
Handouts for Friday Folders	21,000 (20/student)	Each	$0.10	$2,100
Project Data Management/Reporting	6	Hours	$50	$300
Education Program Planning	10	Hours	$50	$500
Sub-total				$229,200
CDOT Oversight (5% of total)				$11,460
Total Budget				**$240,660**
Total SRTS Requested Funds (80%)				$192,528
Cash Match (at least 20%)				$48,132

Addendum E: Scoring Criteria for Infrastructure Projects

Each section of the application has a determined number of total points available. The following describes how those points may be attained. All scoring is final as determined by the Safe Routes to School Advisory Committee.

SECTION 1: Existing Conditions - What is the Problem? Total of 25 points available (28 points with Extra Credit).

_____   Problem is clearly described in sufficient detail to provide an understanding of the problem. It includes physical and perceived obstacles and risks to children, including children with disabilities; Background information supports the problem with accident data, traffic counts, community and school surveys or audits, etc. Specific information for each school is complete. Existing programs or activities that support biking and walking to school are described; Project incorporates both bicyclists and pedestrians. Map of school(s) with 2-mile radius indicated included. School wellness policy attached.

Extra Credit (1 point): School district wellness policy contains language which supports students walking and biking to and from school and page number in policy is indicated.

Extra credit (1 point): City/Town has a Complete Streets policy and documentation is included.

Extra credit (1 point): The NCSRTS pre-evaluation reports, including both the parent survey and student tally, are attached to the application AND results are incorporated into your action plan.

SECTION 2: Tell us about your project. Total of 25 points available.

_____   Overall goal is clearly stated and supports the mission of SRTS. Action plan is described clearly and in sufficient detail to provide an understanding of the program. Response indicates clearly that it will address the problems in Section 1 and provide for more children to bike and walk safely to school. Project incorporates both bicyclists and pedestrians. Documentation clearly identifies who is responsible for, and committed to, continued maintenance. Educational component is considerable and complements the infrastructure project and includes a plan to engage parents. Project manager is clearly identified. Project incorporates both bicyclists and pedestrians.

SECTION 3: Project Timeline. Total of 5 points available.

_____   Timetable is complete and reasonable and matches action plan. Timing of evalution components is indicated. Timeline includes Walk to School Day and/or Bike to School Day or equivalent.

SECTION 4: Who are your partners? Total of 10 points available.

_____ Applicant has developed partnerships or collaborations with organizations important to the success of this project, and has clearly identified descriptions and roles of each. School principal from each school is listed as a partner and a letter of support is included. Partners are identified and roles in the project are listed. Letters of support from partners indicate their understanding of the project and their roles (partners do not simply "support" project, but are responsible for some aspect of the project).

SECTION 5: How will you measure your success? Total of 25 points available

_____ Project outcomes are identified. Changes that will occur at the school(s) or district as a result of the project are clearly stated and relate to the project's goals and objectives. The response describes an accurate method for measuring or determining the success of the program – measures are appropriate to the project. At a minimum, a pre-and post-evaluation of the Safe Routes to School student in-class travel tally and parent survey are required, including the collection and reporting. Sustainability plan is included and supports long-term success of SRTS program. On-going data collection is included. Clearly explains plan for reporting/sharing results within school, district, and/or community.
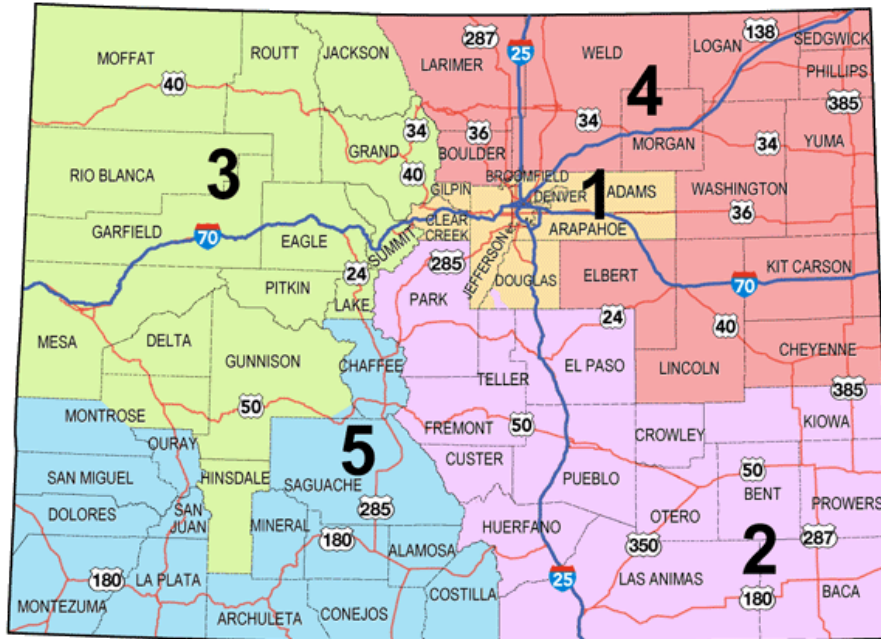
SECTION 6: Budget Proposal and Budget Narrative. Total of 10 points available.

_____ Expenses support the planned activities. All expenses are reasonable and related to program activities. Budget worksheet is accurate and complete. Budget narrative clearly explains and justifies the requested funds. Applicant owns or has easement for ROW. Costs include all aspects of Federal-Aid funding. Costs include 5% CDOT Oversight. Project is located in under-served area. Documentation is provided indicating local agency engineer has been consulted.

Addendum F: CDOT Regions Map and Congressional District Map

CDOT Regions Map

Use this map to identify which Colorado Department of Transporation region your school district, city or county falls within. Indicate your Region on your Contact Information Sheet.

CDOT Planners Contacts:

CDOT Region 1	CDOT Region 2	CDOT Region 3
Danny Hermann	Wendy Petit	Mark Rogers
303.757.9946	719.546.5749	970.683.6252
2000 S. Holly Street	905 Erie Avenue	222 S. 6th Street, Room 317
Denver, CO 80220	Pueblo, CO 81001	Grand Junction, CO 81501
danny.hermann@state.co.us	wendy.pettit@state.co.us	mark.roger@state.co.us
CDOT Region 4	CDOT Region 5	CDOT Headquarters, SRTS
Karen Schneiders	Matt Muraro	Leslie Feuerborn
970.350.2172	970.385.1433	303.757.9088
1420 2nd Street	3803 N. Main Avenue, Suite 300	4201 E. Arkansas Ave, Shumate
Greeley, CO 80631	Durango, CO 81301	Denver, CO 80222
karen.schneiders@state.co.us	matt.muraro@state.co.us	leslie.feuerborn@state.co.us

Congressional District Map

For more information on the boundaries for Congressional Districts, visit
https://www.govtrack.us/congress/members/CO

Colorado Safe Routes Infrastructure Application
FY 2016

Addendum G: Permitting and Environmental Assessments

According to the National Environmental Policy Act (NEPA) Categorical Exclusions are "a category of actions which do not individually or cumulatively have a significant effect on the human environment . . . and for which, therefore, neither an environmental assessment nor an environmental impact statement is required". Below are examples of typical projects (not specific to Safe Routes to School) that qualify for a Categorical Exclusion.

1. Traffic signal modifications
2. Pavement markings not affecting the number of through traffic lanes
3. Anti-skid treatments
4. Curb and/or gutter repairs and construction of curb ramps for the handicapped
5. Bridge rehabilitation activities including:
   - Bridge rail replacement and upgrading
   - Bridge deck overlay and waterproofing
   - Expansion joint replacement and upgrading
   - Bearing replacement and upgrading
   - Substantial repairs to deck including partial or full-depth patches
   - Painting of all structural steel for a particular bridge
   - Stringer replacement for a portion of the superstructure
   - Repairs to damaged rails, corroded or damaged structural steel members, deteriorated areas of concrete elements including sidewalks, curbs, water tables, girders, and portions of the substructure above ground or water
6. Lighting and electrical work including:
   - Continuous and tower lighting
   - Tunnel lighting
   - Temporary lighting
   - Bridge lighting
   - Pedestrian lighting
   - Pumping station
   - Highway advisory radio
   - Control systems for changeable lanes
   - Traffic monitoring systems
   - Changeable message signing
7. Erosion control work which may also include slope repair and reconstruction
8. Storm sewer installations to eliminate open ditches runoff storage/retention
9. Impact attenuator and glare screen installations
10. Highway/railroad grade crossing improvements
    - Repair/rehabilitation of crossing proper
    - Rehabilitation of immediate roadway approaches
    - Upgrading of crossing protection
11. The following restoration-type projects
    - Retaining wall restoration
    - Fencing
    - Guardrail replacement and upgrading
    - Substantial pavement and shoulder patching
    - Resurfacing

Colorado Department of Transportation   Page 32 of 33
Safe Routes to School Program

- Restoration of drainage structures
12. Installation of turning lanes
13. Junkyard screening
14. Upgrading safety features
15. Approval of utility installations along or across a transportation facility, excluding longitudinal installations within the access control lines of Interstate and freeway rights-of-way
16. Alterations to existing buildings to provide for noise reduction
17. Emergency repairs under 23 USC 125 which do not substantially change the design of the facility and which are initiated during or immediately after the occurrence of a declared national disaster

The above list is only a partial tool to help in your assessment. As an applicant, it is your responsibility to identify and provide all necessary local permits and NEPA materials that may be required of your project. Feel free to contract your CDOT Region Planning and Environmental Manager (RPEM) for initial environmental scoping, guidance, or support for any projects you might be considering.

CDOT Categorical Exclusion form

The CDOT Categorical Exclusion Chapter of the NEPA Manual can be found at:
https://www.codot.gov/programs/environmental/nepa-program/nepa-manual/chapter-5-categorical-exclusions-catex/view